



Digital Storytelling in the Classroom

Sample Rubric

A rubric can help you assess the final claymation as well as learning that occurred during the claymation-building process.

<i>Criteria</i>	<i>Distinguished</i>	<i>Proficient</i>	<i>Apprentice</i>	<i>Novice</i>
Goal/Purpose Digital story addresses the question posed and demonstrates creativity and originality	Digital story exceeded all requirements. The story engaged the viewer in the topic. The story demonstrated the student's own interpretation and expression of research material.	Used student-created materials as well as existing material from other sources. Information was clear, appropriate, and accurate and relates to the goal of the story.	Information was factual, but showed little student interpretation. Student made little effort to address or engage the viewer.	Story was confusing and does not address the topic. Student did not interpret information or share opinion.
Content Quality and quantity of content information and research.	Background knowledge about person or event was evident throughout. Extensive details and relevant examples from primary and secondary sources were used to support the topic.	Student demonstrated subject knowledge with details that support the topic. Story included information from reliable secondary sources.	Student did not demonstrate subject knowledge to support the story or argument. Facts and information were from a single source.	Story contained few supporting details or examples. Information was confusing or irrelevant. No reliable sources were cited.
Planning Brainstorming, storyboarding, time management.	Storyboard provided a clear and comprehensive roadmap for project completion. Storyboard was used extensively for goal-setting, organization, and task assignment.	Storyboard was organized and demonstrated how sequence of story will meet the goals of the project. Storyboard used by team as a guideline for digital story development.	Plan was organized, but not complete. Team referred to storyboard during project building process.	Plan was disorganized and missing key elements. Storyboard was not used during the planning or creation process.
Writing and Narration Concise, original, and well written.	Personal style and feeling used to engage the viewer, communicate the opinion of the author, and effectively deliver the story's message. Narrator varied voice and volume for interest.	Ideas in the story flow logically. Story used emotion and feeling to communicate or accentuate the message. Narration was clear and interesting.	Story conveyed very little feeling or emotion; writer seemed ambivalent about the topic. Narration was unclear and consistently too loud or too soft.	The ideas in the story do not flow logically. Story shared simple facts but did not convey feeling or opinion. Project narrated with little emotion or variation in tone.
Design Visually pleasing, creative, and supports the story and its interpretation.	Made extensive use of original photographs, illustrations, sounds, and/or music. Combined media in new and unique ways to set the mood and to clarify, explain, and support content.	Created original media or located appropriate media to support project ideas and content. Media was used thoughtfully to set the mood.	Included images, sounds, and other media, but missed opportunities to use media elements to set the mood or support content.	Used no original media. Many media choices were inappropriate and detracted from project.